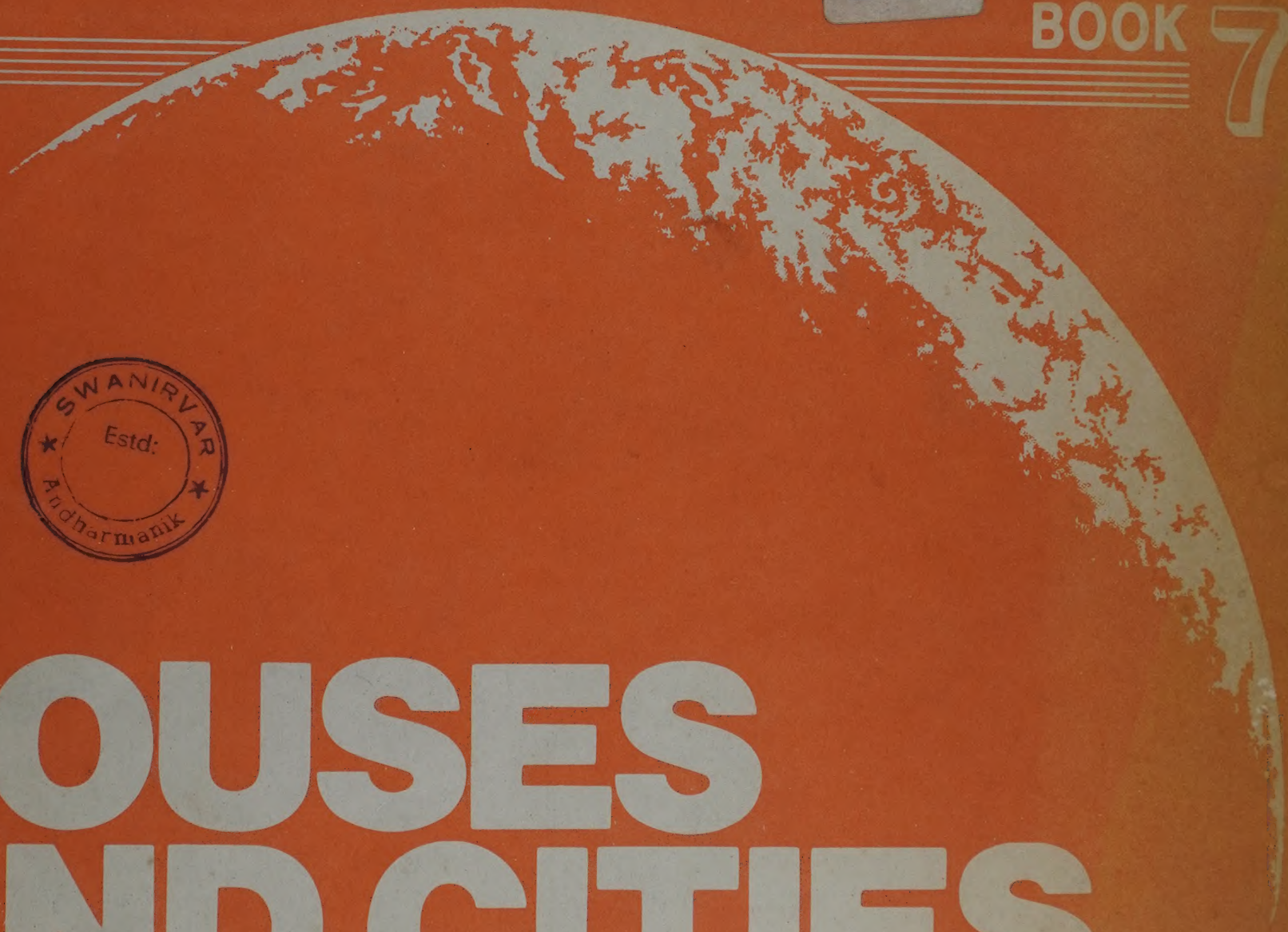
EVS

BOOK 7



SWANIRVAR
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HOUSES AND CITIES

The old city centres of Isfahan, Cairo and Delhi can still teach modern architects a number of lessons: a sense of scale and proportion, the juxtaposition of open and closed spaces; shaded streets oriented according to the sun's angle or to catch prevailing winds; the ability to achieve high densities with low-rise buildings.

— Anil Agarwal

SIKSHA KENDRA
(Learning Centre)
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Houses and Cities

We all know what a city is. Perhaps you have lived in a town or city all your life. But if someone were to ask you to describe a city, what would you say? What is it that makes a town a town, or a city a city?

Some might say a city consists of monumental buildings of steel and concrete. And yet, there have been entire towns made of mud houses. Harappa and Mohenjodaro were ancient cities of mud. Some might say, cities are large settlements with a dense population. And yet, in India, we have villages in which the inhabitants number over 10,000.

What marks a town is not just the kind of buildings or the size and population, but also the kind of occupations of the people who live in it. The size of a settlement, the congestion of houses, and the dominance of non-agricultural occupations are all identity marks of a town. Towns and cities depend on the surplus produced in the villages, especially food and raw materials to support crafts and industries. Since ancient times, towns have grown as trading centres which prospered through crafts and commerce.

The Growing City

In 1988, over 200 million Indians lived in towns and cities. In the year 2001 every third Indian will be an urban resident. India's urban population will then equal the combined total population of the United States and the Soviet Union. Think what will life be like in the cities of the future—how will people earn their living? What kind of houses will they live in?

Medium-sized cities are growing the fastest. The very big cities, such as Delhi, Bombay and Bangalore are growing more slowly. Even so, they are adding 30,000 people to their population every year — the size of a small city.

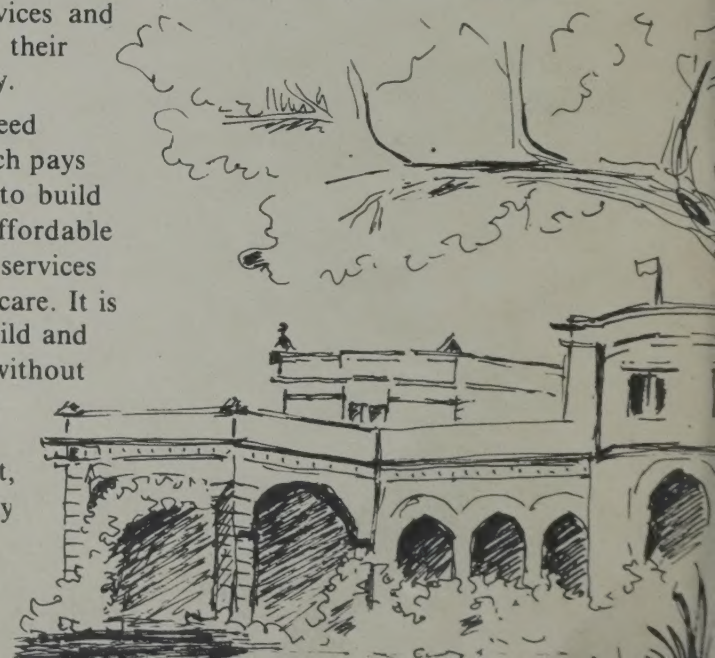
In rural areas, people find employment on the land, in agriculture. But as the land becomes insufficient to employ all the rural people, they have to find alternatives. This is what the cities have to offer. Migration and natural increase contribute equally to growing city populations.

In British times, only a few metropolitan cities were developed as centres where wealth accumulated. Even today some parts of India are much more urbanised than others. Some cities also have much better services such as electricity, water supply and transportation than other cities. This is one reason why some cities like Delhi and Hyderabad flourish, while others like Gwalior and Warrangal do not.

The Poor

Roughly one third of India's urban population are very poor. Almost all of them are employed in semi-skilled or unskilled jobs, as construction labourers, domestic servants, cycle rickshaw pullers, and workers in small, informal businesses. They do not earn enough to afford commuting long distances so they must live near their place of work. They have no choice but to live in illegal slums and squatter settlements. Already half the people in Bombay and Delhi live in slums, which are overcrowded and unhygienic. As squatters they are denied basic services and the right to live their lives with dignity.

The city's poor need employment which pays fair wages, land to build a house, at an affordable price, and basic services including health care. It is the poor who build and maintain cities; without their work cities would simply collapse. And yet, the benefits of city life do not reach the poor at all.



The Form of a City

Every city has its own shape and size. This reflects its character. In British cantonment towns bungalows were built in the middle of large gardens. This gave the British residents a sense of security because it kept the Indian masses far away. This form is, of course, not at all suitable for densely populated urban areas, because one household takes up so much space. Yet, it is the pattern that has been followed in much of New Delhi and in Chandigarh.

These days municipal regulations often determine the form of a city. In Delhi for instance, recent municipal laws make it necessary for people to build high-rise buildings of 10 or 14 storeys. Such buildings are very expensive to construct, to service and to maintain. Obviously, not many people will be able to afford this.

Public spaces such as parks and streets are also part of the form of a city. In ancient and medieval Indian towns, the facade or appearance of a street was carefully regulated so that all the buildings were in harmony.

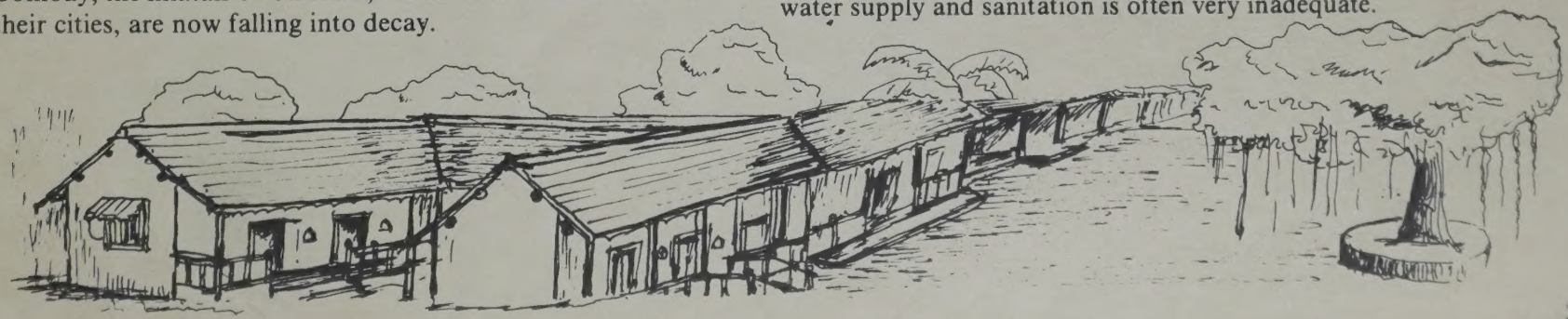
Old streets, a group of old buildings, single monuments — all these are landmarks in the life of a city. While some ancient monuments need to be conserved, and left undisturbed, there are many old buildings which could be occupied and used with care. Such "recycling" of old buildings is one of the ways of preventing them from falling into disrepair and being demolished. The old city of Delhi, the mill area of Parel in Bombay, the khatals of Calcutta, which were once the heart of their cities, are now falling into decay.

Housing, Water Supply and Santitation

In India as a whole, one out of every four city dwellers live in a *kutcha* house in a slum. Most slum dwellers cannot afford a *pucca* house. About 10–15 per cent cannot even afford a serviced site, that is a plot with water supply and some sanitation facilities available nearby. Because the demand for houses is increasing much faster than the supply of new houses, more and more people will be forced to live in slums. For more houses to be built, land prices must be brought down, funds and building materials must be available.

Poor people are usually their own builders. For centuries they have used their own skills and locally available materials, including mud and thatch, to build their houses. But city regulations often do not allow such buildings. However, the fact that slums and shanty towns grow twice as fast as cities do, shows that people are capable of building their own shelters, despite obstacles.

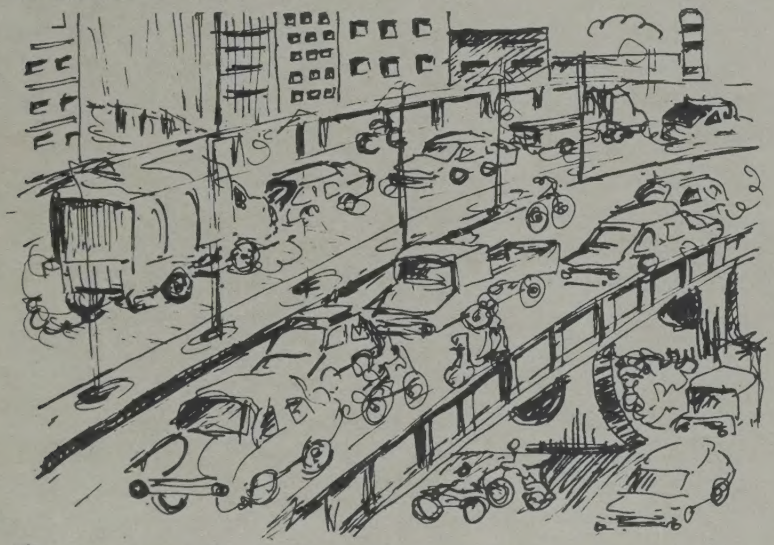
Recently, however, slum improvement programmes in Calcutta, Hyderabad and other cities have recognised that the municipal authorities should help and not hinder the peoples' own efforts. So the emphasis is on improving the environmental conditions and the services in slum areas, rather than ignoring them or tearing them down. For instance, after the cholera and gastroenteritis epidemic in Delhi slums in 1988, the municipality began supplying slum dwellers with drinking water through tankers, which they had not done before. Even in the more affluent parts of a city, the water supply and sanitation is often very inadequate.



Piped water supply and conventional sewerage systems are expensive. So alternatives need to be developed, which can serve all urban residents. Recycling waste water is one way of economising on precious water supplies.

Transport and Energy

As urban areas grow in size, getting around a town or city becomes increasingly difficult with people commuting longer and longer distance. All our cities suffer from traffic congestion, and at least half the trips that people make each day is to their work and back. If work places and residences were nearer each other, the pressure on transport services would ease.



Flyovers are an enormously expensive way of easing congestion. But, because smoother movement only increases the traffic, flyovers sometimes lead to even more congestion.

Private cars take up a lot of road space, considering the very few persons that a car accomodates. One way of reducing the pressure on our roads is to encourage car users to travel by bus. The public transport system, if run efficiently, could become more convenient for daily commuting than private vehicles. In small towns, bicylces are a good alternative.

Transportation also accounts for the major share of energy Cities consume a highly disproportionate amount of the energy produced in the country. Energy use within a city is also highly unequal. The urban poor spend between 12 and 16 per cent of their income on cooking and heating fuels — and that too on inefficient smoky fuels like kerosene. The urban rich only spend 6–7 per cent of their income on household fuels —usually, gas or electricity, which are much cleaner and more efficient.

The City Environment

Uncontrolled growth of industries around urban areas and the lack of adequate sewerage and drains contribute to polluting the city environment. From Delhi to Agra the water in the Yamuna is unfit for drinking or bathing. The Hooghly passing through Calcutta is choked with untreated sewage and industrial wastes. At Kanpur, the Ganga is heavily polluted with chemicals from industries.

Air pollution in cities such as Calcutta, Bombay and Delhi is far above the permissible limits set by the World Health Organisation. The air in Bombay is probably the worst, with a huge concentration of polluting industries in the Trombay-Chembur area. Other factors which contribute to polluting our cities is the burning of domestic fuels and the smoke and from thermal power stations.

Urban transport is responsible not only for air pollution from the exhaust gases of vehicles, but also for a growing number of accidental injuries and deaths. Transport, airplanes, trucks and lorries, also contribute to the higher level of noise in a city. This together with loudspeakers creates an average noise level of 90 decibels in Calcutta, Bombay and Delhi — among the noisiest cities in the world. Prolonged exposure to 90 decibels can cause permanent deafness.

The lack of clean water, an insanitary environment, poverty and malnutrition are together responsible for most of the

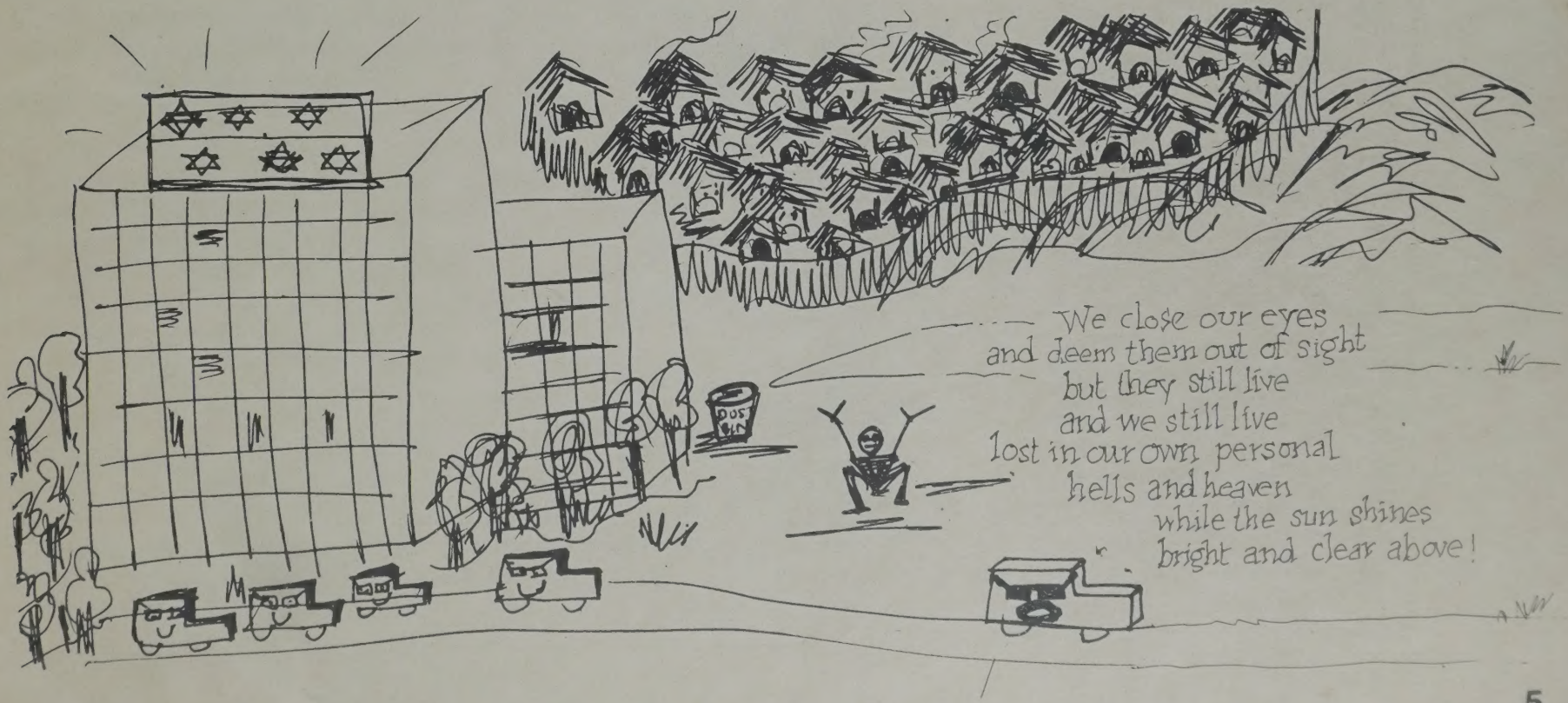
sickness and disease in India. For those who work in hazardous industries and many small scale enterprises, added problems are respiratory and skin diseases caused by their occupations. Few civic authorities are able to enforce factory regulations to provide healthier environments for employees.

Cities as Consumers

Cities are major centres of production and consumption. They depend on the resources of the hinterland — food, water, wood, fossil fuels, raw materials used for industries etc. As cities grow they eat up the agricultural land around them. As they build more and more houses, they use up fertile clay to make bricks. They also produce immense amounts of wastes which pollute the environment. Both the consumption and the waste of a city can be felt in the region all around it.

The city's demand for energy effects a wide area. Its need for electricity may require the building of hydro-electric dams in distant places affecting the ecology and the people far away. Urban demand for firewood has now become an important factor in hastening deforestation in rural India.

The city environment is in fact bound up with the rural environment in many ways. Cities cannot be developed without developing the countryside. Rural and urban development are parts of one whole; depletion of the rural environment puts pressure on cities, and vice versa.


We close our eyes
and deem them out of sight
but they still live
and we still live
lost in our own personal
hells and heaven
while the sun shines
bright and clear above!

Activity 1

Beautiful Houses

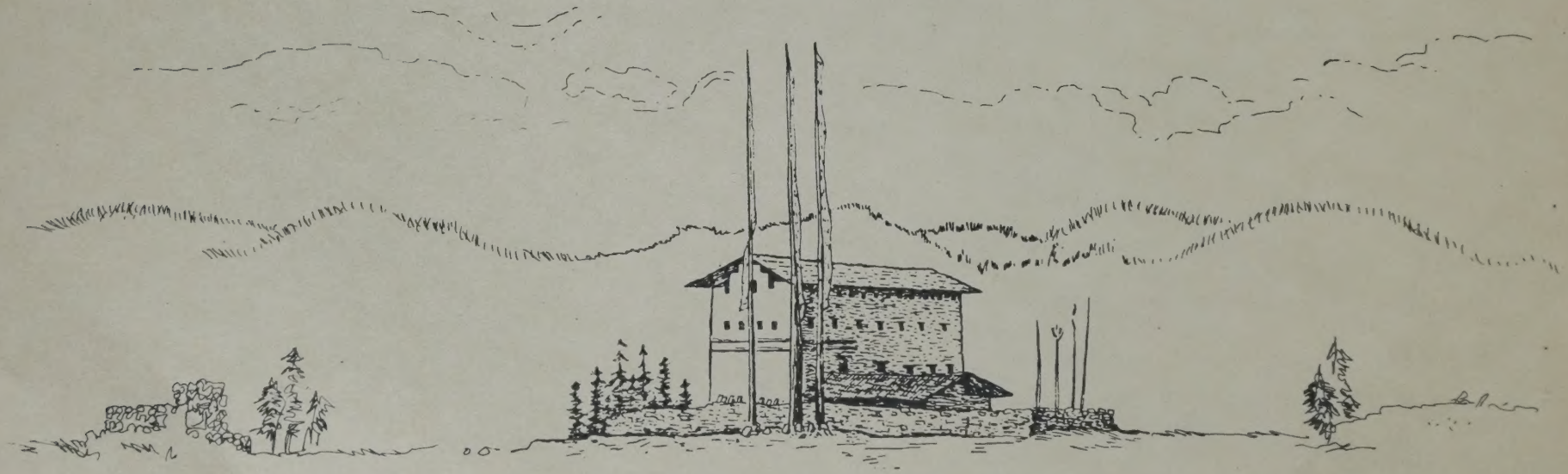
There was a time when we too were at one with the soil, and this was the reason for the beauty of our villages. Like plants or animals, our grandparents were the products of the place which gave them birth, the fruit of their native land. Each one felt that he was the child of his land, and recognised the rights it had over him. The house he built then was part of a harmonious whole; land, man and dwelling were indissolubly bound together.

— Oliver Marc

Ask your parents what kind of house they lived in when they were young. Ask your grandparents and other old people what their houses used to be like. Ask your parents if they remember the houses of their grandparents. Try and find out how the houses of your ancestors were different from the houses you have lived in.

What is your idea of a beautiful house?

Discuss why people live in houses. How does the shape of a house and the materials used reflect the needs of the people who live in it?



Activity 2

Mud, Mud

Surely it was an odd situation that every peasant in Egypt with so much as an acre of land to his name had a house, while land-owners with a hundred acres or more could not afford one. But the peasant built his house out of mud, or mud bricks, which he dug out of the ground and dried in the sun. And here, in every hovel and tumbledown hut in Egypt, was the answer to my problem. Here, for years, for centuries, the peasant had been wisely and quietly exploiting the obvious building material, while we, with our modern school-learned ideas, never dreamed of using such a ludicrous substance as mud for so serious a creation as a house. But why not? Certainly, the peasant's houses might be cramped, dark, dirty, and inconvenient, but this was no fault of the mud brick. There was nothing that could not be put right by good design and a broom. Why not use this heaven-sent material for our country houses? And why not, indeed, make the peasants' own houses better? Why should there be any difference between a peasant's house and a landowner's? Build both of mud brick, design both well, and both could afford their owners beauty and comfort.

— Hasan Fathy

Make any small object of your choice, using mud, clay, straw or any other natural material that you can easily collect. Do not be disappointed if it doesn't turn out perfect.

After you have finished, write down all the problems you faced and how you solved them. For example, if you tried to make a mud ball, and the mud fell apart, write this down. Then write what you did to make the mud stick together (added water/straw, pressed it hard etc.).

Encourage children to experiment and discover for themselves how to improve the consistency, stability and durability of mud, or other materials.

Activity 3

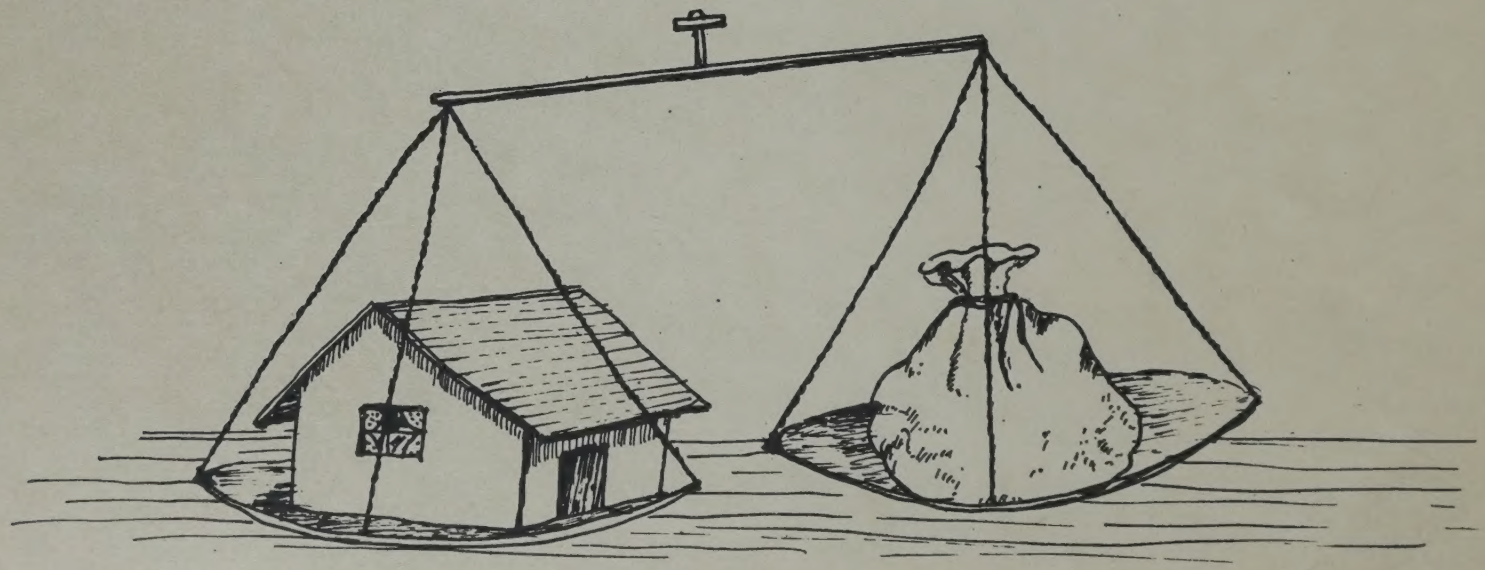
What Does a House Cost?

How much can people afford to spend on housing? Roughly 30% of the residents of an Indian city are very poor. They could not spend more than Rs 5,000 on building a house. The next 30%, who are just above the poverty line but earn less than Rs 1,000 a month, can afford to spend Rs. 13,000 on a house. Those who earn about Rs 1,000 - Rs 2,000 a month can afford Rs 40,000. It is only the highest earners in the city, roughly 7% of the population, who have an income of more than Rs 3,000 a month and can afford a house which costs Rs. one lakh or more.

Find out the approximate cost of the house you live in. Ask what are the most expensive items in building such a house. What percentage of the city's population can afford to own such a house?

Now imagine a house which everyone in the city can afford. What would be its size and shape? What building materials would you use? What facilities could be provided?

Statistics from: Report of the National Commission on Urbanisation, Govt. of India. 1988.



Activity 4

What's in a Name?

List the names of different areas in the older parts of your city. For example, Flora Fountain, Marine Drive—Bombay; Connaught Place, Chandni Chowk—Delhi; Chowringhee-Calcutta; Fort St. George—Madras; Kempegowda Circle—Bangalore.[Find out from an older person in your family or neighbourhood how and why the places got their names. What were these places like 50 years earlier?]

Describe the changes that have taken place. Or make drawings to show the changes.

If possible, take children to visit the places they have listed. Ask at a local library for any information on the history of the places. Concentrating on specific areas help children develop a sense of the history of their city and how it has developed. It might be a good idea to include the area in which the school is located.

Activity 5

Streetscape

In Indian history, from Harappa and Mohenjodaro, through the Vijaynagar town of Hampi, right upto Jaisingh's Jaipur, the street as an architectonic environment has been superbly understood. Buildings are not allowed to be placed at random points on the site, but are organised to form continuous facades, thus defining the public right of way — as for instance in Jaipur where the facades of the buildings relate to the public spaces in the same way walls relate to the rooms they contain.

— National Commission on Urbanisation

Make a collection of pictures and drawings of Indian streets, and display them as a class exhibition. Include old streets and new ones.

Study the pictures and discuss the positive and negative points of each street. Think of the street on which your school or home is. What could be improved on your street?

Ask children to look at the streets they pass through on the way to school each day. How are the buildings placed? How wide is the road? How much traffic is there? What are the different activities carried on in the street? Has the street been designed for these activities? Are streets only for going from place to place or do they serve other purposes as well?

Activity 6

Nature in a City

Very little of Delhi's original flora and fauna have withstood the pressures of urbanisation. The only surviving natural areas are the northern and western ridges. These hilly spurs are the trailing end of the Aravalli range, one of the oldest mountain systems in the world. The ridge is characterised by a typically arid vegetation. The throny babool (acacia) and the casaurina with its thin needle like leaves are in abundance. You can also spot mongoose, snakes, parakeets, and peacocks.

Some parts of Delhi are very green, with tree-lined avenues and parks. The most common trees are the medicinal neem, the sacred peepal, and the fruit-bearing jamun. Besides these a wide variety of ornamental trees line the roads in some parts of the city. The hot summer months are heralded by the lofty silk cotton tree with its crimson blossoms. When its pods burst the roadside is full of white, fluffy cotton.

The peak of summer belongs to the golden yellow laburnum and the yellow cassias. The orange-red gulmohar and the pink and purple blossoms of the Queen's fower (lagerstroemia) add to the blaze of colour. Some trees bear more delicately hued flowers such as the mauve jacaranda and the pink, white and mauve bauhinia (kachnar).

By the end of June the season of flowering trees is almost over. As winter approaches the beautiful flowering trees become gaunt and leafless. But winter is the season for flowering plants and the best season for birds in the city. A variety of migratory storks, ducks and other water birds fly down from Siberia and north Asia. You can see them breeding in and around Delhi, at the lake of the Zoological Park in the city and at the Sultanpur Lake in Haryana.

At different times of the year many birds can easily be sighted in the city's parks and household gardens. The most common are the bulbul and the mynah. There are green bee eaters, kingfishers, hoopoes and black drongos, pigeons under the eaves, red -wattled lapwings, which are said to predict the rain, and weaver birds with their beautiful hanging nests.

Collect information about the different trees and birds in your city. Make a nature chart indicating what to look for in each season: spring, summer, monsoon, winter. For instance, you can note when different trees are in flower, when birds make their nests etc.

Read: *Flowering Trees* by M.S. Randhawa, National Book Tlust

Activity 7

Garbage is Wealth

Don't just throw away your garbage. Use it. Garbage can be recycled to make good compost or manure. Ask your school principal to allow you to build a compost pit at the corner of the school compound. This will help to keep the compound clean and will provide natural fertiliser for a garden. Fruit and vegetable peels, leaves, waste paper and animal dung can be put into the compost pit. By exposure to the sun, the contents of the pit slowly disintegrate to form compost.

It is quite easy to build a *compost pit* yourself. Select a site away from activity, where the pit will not be disturbed. Measure a square of about one metre on each side. Dig down till the pit is a little less than a metre deep.

Using some of the mud you have dug up, build a 10 cm. high earth bank around the pit. Press the earth down well, so that it is compacted. This is to prevent water running into the pit.

You can put bits of paper, left over scraps of food, banana skins and such other garbage into the pit. Do not put glass bottles, metal or plastic. Every week, or more often if you have a lot of garbage, cover the contents with a layer of soil, pressed down to about three finger thickness. This is to prevent flies breeding in the pit. When the pit is full, dig another one next to it, and leave the first undisturbed. It takes about two to three months for the garbage in the pit to be turned into good fertiliser. (Adapted from UNICEF.)

Activity 8

Bricks or Food ?

Some years ago, people in the Capital were encouraged to grow vegetables in the drains in the heart of Delhi, to increase the supply of food. But ironically, during this century the urban area of Delhi has eaten into hundreds of kilometers of cultivated land. As Delhi (including New Delhi) grew nearly 13 times i.e. to 660 sq. km in 1981, it swallowed up more than 100 villages and their fields.

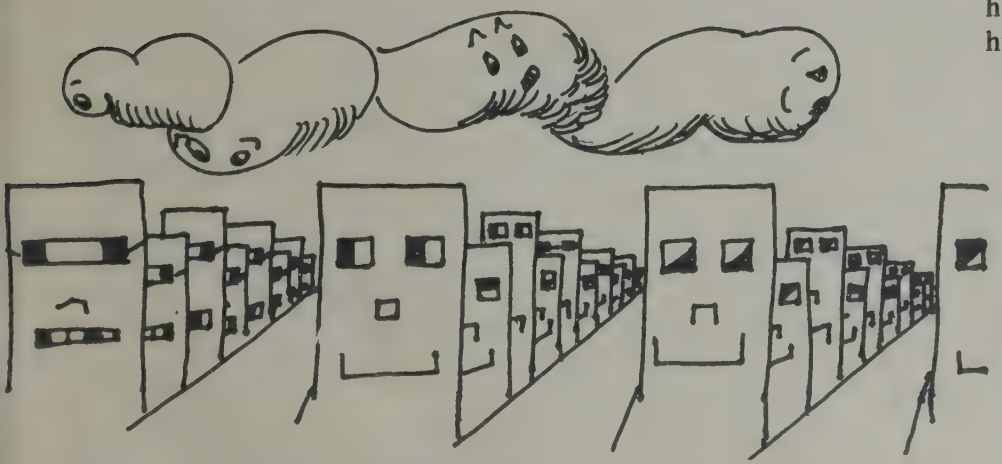
This expansion was largely unplanned and haphazard. One result was that some villages were transformed into brick-making centres. It has been estimated that nearly 3,000 million tonnes of soil, mostly fertile topsoil, will have to be dug up to make bricks to house India's present urban population. The consequence is increasing soil erosion, water stagnation and soil salinity. Yet, cities need both bricks and food.

The best agricultural land in Delhi is towards the North and the West, near the river Yamuna. Ideally, city buildings should have grown southwards, where the rocky land would have provided a good foundation. But such expansion was checked because influential urbanites bought up the area and tried to establish modern farms there. So dense settlements have come up in the flood-prone area.

Most large cities in India now have Master Plans, as Delhi does. But the plans have not succeeded in preventing agricultural land from being taken over for other purposes. Master Plans do not usually consider the productivity of the land and the fertility of the soil. They only consider an area of land as physical space on the ground.

This is a crisis for the nation as a whole, but particularly for the poor who are among the most endangered of all the living beings in our country. This is because the vast majority of our poor people subsist on the bioresources (biological resources) of the Earth. Their local environment provides them with food, fodder, fuel, building materials and medicines without which they could not survive.

Have you ever wondered, how many bricks make a house ? Is there any construction work near your school or home ? Talk to a building contractor and find out how many bricks are required for buildings of different sizes. Make a chart to show the difference in the number of bricks used for a two-room house, a seven-room house, a school, and a hotel. Use histograms and pie diagrams for comparison.



LITTLE BOXES ON THE HILL SIDE
LITTLE BOXES ALL THE SAME/THERE IS A GREEN ONE AND A YELLOW ONE/AND THEY'RE ALL PINK ONE/A BLUE ONE AND THEY ALL LOOK ALL THE SAME. OF TICKY-TACKY/AND MADE OF TICKY-TACKY/LITTLE

PETE SEEGER

SIKSHA MITRA

Activity

How Does Your City Grow?

Over twenty square miles of sun-baked plain lie the debris of her many pasts, relics of her dead and gone masters, some perfectly still, some once more crumbling back into the levels of red-yellow marl that have alternately fed and housed, and fed and housed again, forgotten generations of men. Yet Delhi lives. Like some huge crustacean, she has shed behind her, her own outgrown habitations, as she has crawled northwards from Tughlakabad and Lalkot, through Dinpana and Ferozabad, till the long, red lizard of the Ridge barred her way, and now she suns herself, a raffle of narrow and congested byways, beneath the crimson walls of Shah Jehan's great palacefort.

*— Perceval Landon**

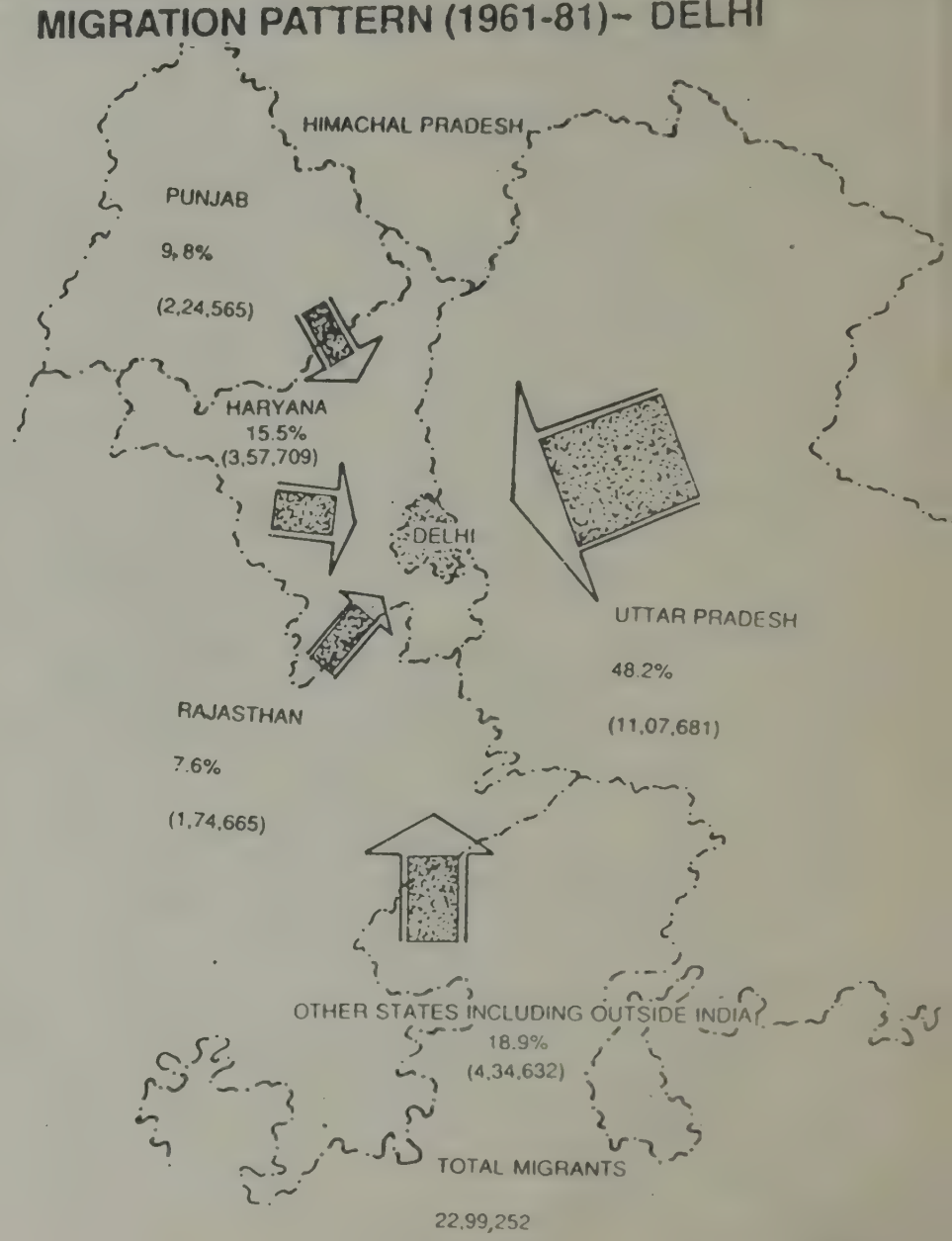
Some animals shed their skins or shells as they grow. Writing in the early 20th century, this author compares Delhi city to such an animal.

How has your city grown? On an area map of the city limits, mark out the boundaries and green areas as they might have been, say 50 years ago and 25 years ago. What changes can you observe over this period? Some cities may keep expanding; others may remain the same size but just get more and more crowded. What was once a park may have become the site of a school; what was once a jungle may have been cleared for a city garden.

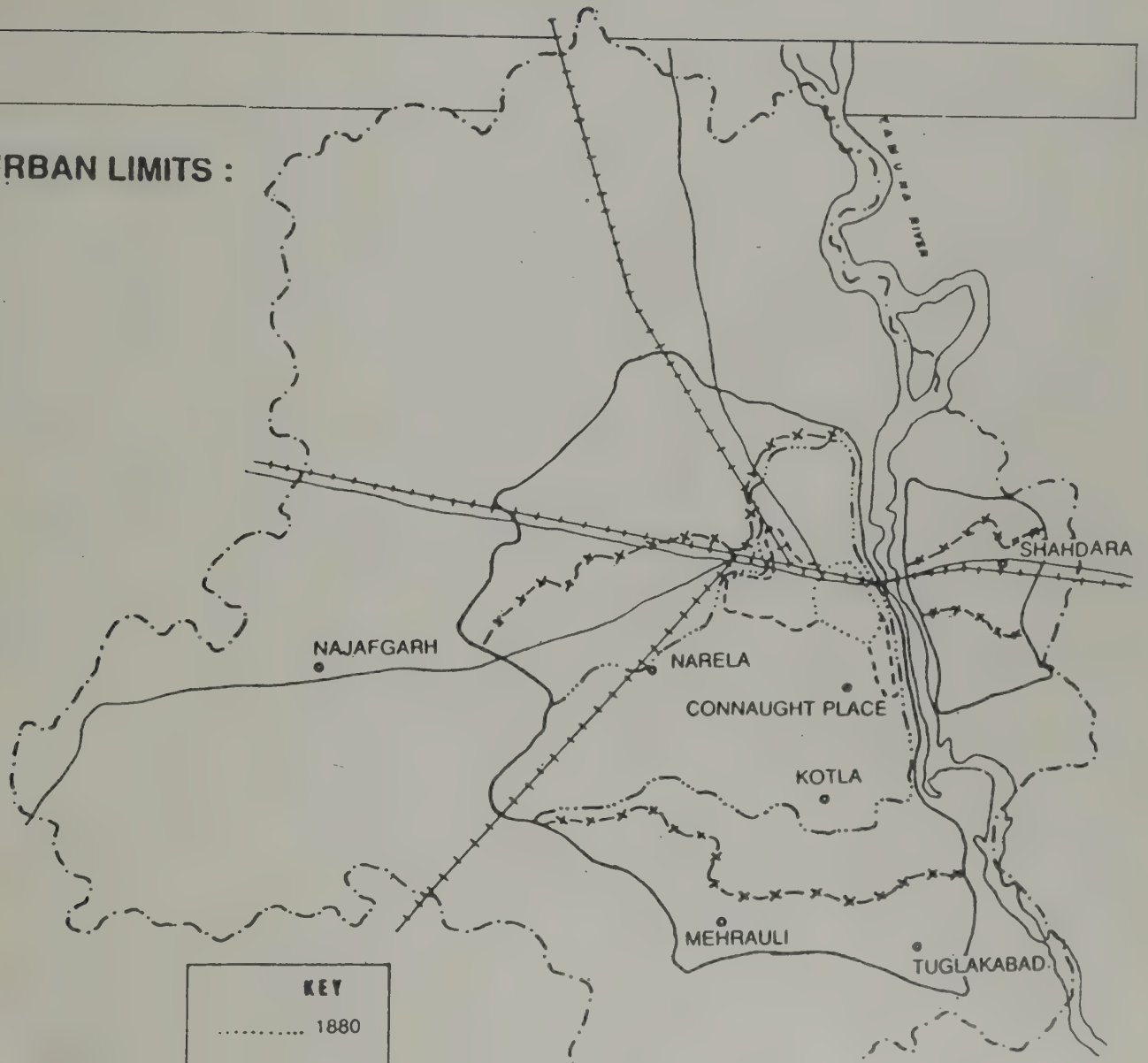
Imagine what the city would be like 25 years from now. Many different points of view may emerge. Make teams and have a class debate on the subject "The City Lives" or any other similar topic.

Encourage children to first use their imagination, and then to examine what they have imagined in the light of actual trends.

Historic Delhi: An Anthology by K.B. Lal, Oxford University Press.)



DELHI'S URBAN LIMITS : 1880-1981



Source : Delhi an Environmental Status Report — 1988 (W.W.F)

Activity

The Changing City

Delhi, the city of our ancestors, the capital of the Mughals, founded in the 14th century, stands apart, unique in its style and glory. This is the city which has its name recorded in the annals of Mankind, the city which has witnessed both bloodshed and joyous moments.

Most of us are unaware that Delhi is in the Aravallis, standing on a ridge denuded to its present extremely low level. It is incredible that the present Delhi, even upto the 18th century, was nothing but a vast extent of forest on the banks of the Yamuna. A variety of wild animals from the nilgai to the tiger were found here. But Man in his selfish quest for comfort has reduced this beautiful expanse of forest to a mere nothing, and it has been replaced by a polluted over-populated city, lacking any significant wild flora and fauna

The widespread addiction to cement and tin roofs is a kind of mental paralysis.

—Julius Nyerere
former President of Tanzania

The best way to maintain a city is to keep a lot of greenery around it, and also in it. It replenishes the oxygen in the air and thus keeps the air fresh. But Delhi is almost devoid of greenery.

The air—before industries were introduced—was much fresher and much less polluted. Vehicles burning fossil fuels too contribute to the air pollution. Water, noise and many other kinds of pollution also contaminate our environment. If the same conditions prevail any longer, then we might have to wear gas masks to survive!

Unfortunately, due to the disinterest shown by the government and a lack of concern on the part of the people, not only Delhi but also other cities in India are turning more and more into nightmares.

When asked how to prevent Delhi from reaching this stage, unfortunately, most of us nonchalantly say, "What can we do but hope". But dear friends, we must not only hope, we must do something to prevent this disaster.

— Sony Kapoor,
St. Francis De Sales

No city is static. Cities must change. But change can be for the better or worse. How has your city changed during the last 25 years? Talk to old residents. Look at old pictures and paintings. Describe or draw illustrations to show the changes in your city.

Discuss what you can do to help improve the city environment.

Activity

City Builders

Who are the people who build our cities? Architects, designers, politicians, bureaucrats and planners? Or construction labourers? Large buildings with many storeys require a huge construction labour force. Many of the migrants to a city find work as casual labour on construction sites. Usually they are not employed directly by the builder but through a contractor. The labourers live in jhuggis or temporary sheds near the site itself, or they may be brought by truck to the site everyday. Visit a construction site to understand something of their lives and work.

Construction sites can be dangerous, with heavy equipment and people working in precarious positions. So, go carefully and quietly. First use your observation. There are many things that you can learn without asking any questions. Then find a time when it would be convenient for the labourers to talk to you. This may be their lunch time or in the evening after their work is done. Talk to the contractor or supervisor also. Contractors often do not like outsiders contacting the labourers, so be tactful: make observations, ask questions but do not make instant judgements.

Ask straightforward questions first; more probing ones a little later.

— How long have you been in the city?
— Where did you come from? Was that the place where you had always lived?
— What work did your family do there?
— What made you come to the city?
— Have you always worked on constructions or have you done other work in the city?
— What kind of food do you eat here? Do you have enough to eat? How do you cook your food, on a firewood stove, coal or kerosene?
— Where do you get water for drinking and cooking from?
— Where do you live? What is your house like? How many people live in the house?
— Do you manage to save any of your earnings? What do you do with your savings? Buy clothes? Entertainment? Put it by for later?
— What was life like in the village? What kind of food did you eat? How did you cook it? What was your house like? Where did you get drinking water from? Did you manage to save anything to buy clothes or for an outing?
— What kind of sicknes did your family suffer from in the village? What about here?
— How many persons in your family are literate? Did they learn to read and write in the village or after they came to the city? Would you like to educate your sons/daughters?
— Do you have more freedom to do what you like in the city or in the village? Do your children have more freedom?
— What work do you expect your children to do when they grow up? If they are working already, do you want them to continue doing the same kind of work?
— Do you have any family and belongings left in the place where you came from?
— Do you plan to go back to the village, or to stay here, or to go somewhere else?
— If you had these years to live again, would you make the same choice? Would you decide to migrate; as you have done?

After the children have collected as much information as they can, discuss it in a group. They may then write a factual report on the subject. Point out that observation, information from interviews, and analysis are all important aspects of a good report.

Activity 12

A Monument's Lament

Delhi is a beautiful city, or so I am told. I am a nondescript, broken-down monument, standing on the outskirts of Delhi. The place where I stand is as nondescript as I am. Hardly any person comes near me, except to dump garbage. From a beautiful tomb that I was, in yesteryears, I have been reduced to a dumping ground for garbage! Yet, the city where I am situated is called beautiful.

Ah, now in my time Delhi was truly attractive, drawing visitors to herself just as a magnet attracts iron. It was filled with parks, trees, fruits and flowers. I could smell the clean scent that wafted from the flowers. Now all that I can smell is the foul smell that emanates from the garbage heaps that surround me. The few trees that are left are covered with fly ash. The beautiful evergreen colour of the leaves have become a dowdy grey. The grass is also grey. I remember my builders telling one another that I would be known in history because of my beauty and freshness. My ethereal charm! How ironical their words sound today.

The sad deterioration that surrounds me, makes me want to cry. But, of course, what would a nondescript broken down monument's tears gain? Who cares?

— Stella Miller, St Thomas School

This story was written by a class X student. Imagine you are a monument in your city, and write its story.

Adopt a neglected monument near your school. Find out all you can about it. Discuss what needs to be done to preserve it and improve its surroundings. Make a plan and together with the people who live near the monument, put your plan into action. You might decide to keep the monument free from garbage. Discuss how this can be done and volunteer your services.

Contact: Narayini Gupta, Conservation Society of India, E-75 Masjid Moth, New Delhi.

SUBJECT WISE KEY TO ACTIVITIES

Shikshamitra
EDUCATION RESOURCE CENTRE
62B, Alipore Road, Kolkata -700027
Ph: 2479 9271

RETURN DATE SLIP

DUE DATE	DUE DATE	DUE DATE

ACTIVITY NUMBERS

	SCIENCE	HISTORY	CIVICS	GEO-GRAPHY	MATHS	GAMES & QUIZ	SPECIAL PROJECTS
	5,7,8,10			1,3,4,5		8	10
	1,2,3,4, 5,6,7,8, 9,10,11			12	9	3,5,8,9	12
	3,4,5,6, 7,7a	5	3	2,4,5,6 8,9,10,11		2,10	12
	3,4,5,8 10	4,12	6,7,9,10	6,7	5	11	
	2,3,5,7 9,10,12		11			5	12
	6,7,2	1,4,9,10	3,5,8 10,11,12	1,9	3,8	12	11
	3,4,5,6 10,11		2		4	4	11,12
	5,6,8,9 10,11,12		3,5,6	4	9	8,12	

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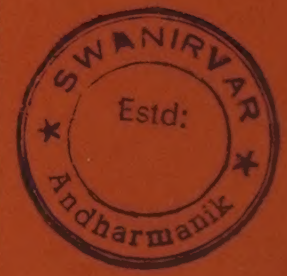
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